



VOCATIONAL EDUCATION AT SECONDARY STAGE IN PRESENT SOCIETY

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ABSTRACT

This vocational study is concerned with meeting student needs; it can be structured only as a service to help the student in the identification of his abilities, aptitude, interests and attitudes. It involves assisting him to understand, accept, utilize his traits and provides him with an opportunity for learning about areas of occupational and educational endeavors and to help in obtaining experiences which will enable him to make free and wise choices. The dimensions of attitude of the students those who will join in vocational education at the higher secondary stage along with the teachers, those are in charge of the implementation of the programmed, in the state of Odisha must expand towards every axis. They must have to seek for the vocational education in order to satisfy their preparation for better livelihood having some occupation which will increase socioeconomic condition. Vocational education should be implemented at higher secondary level of Odisha as Students and teachers of Odisha possess an attitude towards it. The researcher expect that this present thesis and the recommendations given in it will help to create a qualified and proficient human resource which will add to the growth of the industry as well as that of the society, community, and our nation as a whole.

KEY WORDS: Skilled, VET (Vocational Education Training), higher secondary stage, society.

INTRODUCTION:

Large number of students receiving vocational education can not only develop the right type of attitude towards different types of vocations, but contribute significantly to the development of the country. Education should not produce men and women who are fit for white collar jobs. It has to be such as to inculcate a respect for labor. Rasmi Soni and M. S. Sodha, (2011) focused on all-round excellence of students and determined that higher educational institutes and supporting linkages are indispensable for the purpose. They have to be well acquainted with the progress of science and its utilization. It is only when faculty, students, research and curricula are all aligned with the industry, that a healthy interaction and the synergy between academia and industry can take place. Education is to be considered from the point of view of development. Its purpose must be to rationalize or modernize attitudes as well as to impart knowledge and skills. Sharma, P.B., (2007) India's technical education largely targeted to UG education at present. As such the focus on research and technology innovation at UG level to foster the strength of India's UG talent pool and supported by motivated faculty is a dire necessity if India is to emerge as a knowledge super power in the coming years. Vocational courses help in the integral development of students relating mental, physical, cultural, social, intellectual and civic values. It is designed for skill development, understandings, work habits, along with all this information needed by the person to enter into the job market. At +2 levels and higher secondary education it is most important stages in comparison to the system of general education because at these points that the unemployed youth decide on whether to opt for vocational training or to pursue higher education. Vocational education is provided in 9,619 schools covering about 1 million students. It was proposed to expand vocational education to 20,000 schools and the intake capacity to 2.5 million by 2011-12. About 150 job-oriented courses at the higher-secondary level are being provided in the areas of agriculture, business and commerce, engineering and technology, home science, health and paramedical, social sciences and humanities. Jamal, T. And Mandal, K. (2013) when compared to other progressive economies of the universe, prevalent skill base of Indian economy is somewhat low. The prevalent vocational training capability is estimated approximately to be near about 3.1 million, whereas 12.8 million persons enter the labor force each year. To add to that, in the unorganized sector 90% of the work force we found. But the present skills acquired through an informal system of apprentice training are not sufficient to meet the demand. The formal training system that is available presently does not help in acquiring the required level of skills. Home, educational institution and the society in general, all have their role to play in the determination of attitude of students'.

MATERIALS AND METHODOLOGY:

Research has been considered as the more formal, systematic and intensive process of carrying on a scientific base of analysis. It applies theories to solve a problem in a particular setting. Major sources of secondary data which has been used to analyze this problem were the publication of UNESCO, UNO, UNICEF, SCERT and NCERT reports of some research institutes, Annual reports of education, the department, government Odisha, state education survey, district level education survey, articles, some Important books, PhD Dissertations and newspaper. This chapter has been devoted to the methodology and procedures that have been adopted for achieving the objectives as well as for testing the hypotheses of the present investigation. The design of the study employed, sample selected, the tools used, approach of data collection, and statistical procedures

and techniques for data analysis are described in the following sections.

- Research Method
- Area of the Study
- Population of the study
- Sample of the study
- Variables
- Tools used
- The Procedure adopted for data collection
- Statistical Techniques used

Goals and objectives of Research:

Major objective of an empirical analysis is to determine the 'attitudes of students towards vocational learning; or acquiring the idea about what attitude and perception the of tenth-grade students have towards education of vocation. The 2nd objective is to examine which of the variables interpreting best and justify the variation in attitudes of students' towards vocational learning. The 3rd objective is to interpret and analyze the connection in between teachers and students' attitudes according to gender. Students' attitude in this analysis has been defined as the actual assortment of either academic or vocational track.

Result and Discussion:

Most people in the India think that VET has a positive image in their country, although this belief is held more strongly in some countries than in others. Indian citizens generally think that vocational education and training has a positive image in their country, with nearly three quarters (61%) believing this to be the case. However, that leaves around respondents (33%) who think that VET has a negative image in their country. At least 40% of people in all Member States think that vocational training and education has a positive image, but the differences between individual countries are considerable. Most people believe that vocational training leads to professions which are highly demanded on the labour market. In a very positive result, nearly three quarters of India respondents (83%) take the view that VET leads to professions which are highly demanded on the labour market. A majority of people in all Member States agree that VET leads to professions which are highly demanded on the labour market. Nearly three-quarters of EU respondents (72%) express confidence that vocational training offers good career opportunities, although a fifth of respondents (21%) disagree. People in the India are more ready to argue that VET offers good career opportunities. VET is widely accepted to play a role in reducing unemployment. In India 66% respondents believe that vocational training plays a role in reducing unemployment in their country. Around a 28% of people do not think VET plays a role in reducing unemployment.

Attitudes of Public towards vocational education

According to Smith (2006), if social development and economic growth owes to education, training of technical vocational education is the primary way to battle poverty, and bring equality and justice to the present society.

To think in terms of significance Tables that the data permits, to examine the status of the problem, an analysis to study the original records of data and to discuss the problem with others and to attach data by calculating statistical methods. This chapter is comprised of observational group, the analysis of results are followed

by discussion, interpretation and conclusion of this study. The tasks are chosen to represent the female and male category of rural and urban areas in Odisha. To know the response of students, teachers and parents questionnaire is the mean. The Questionnaire is considered as the most important component for the assessment of opinion of the respondents. The test is administered and scored for statistical analysis and interpretation.

Table 1: Opinion of Students towards vocational education

Sr. No.	Statement	Responses	Percentage of Responses
1	You will prefer a vocational education rather than general education.	16	15.84%
2	It offers better career facilities.	20	19.80%
3	There is a vast difference between general and vocational education.	10	9.90%
4	In the lab our market vocational education has a high demand.	33	32.67%
5	Boy student prefers Vocational education more rather than girls.	22	21.78%

The effectiveness of any program depends upon any novel attempt in the educational field. Every researcher has an attitude to work with sincerity and to find out something new. For collection of data the researcher has depends upon the opinion of the students, male and female of urban and rural areas from blocks of Khurda district of Odisha. If we compare the percentage of responses, 32.67% are in favour of vocational education as it has a high demand. 21.78% boys support it more than girls. Whereas 15.84% student prefers vocational education rather than general education. The present opinion given by students towards vocational education is highly appreciable. The Majority of students appreciate it for their better future. The questionnaire is meant to assess the responses of students regarding the importance of vocational education, attitude of both male and female from rural and urban area. It reveals that 13.65% agrees that vocational education contribute to strengthen our economic condition. Whereas 4.81% opines that it improves the status of living. It prepares to stand up on own foot as 5.62% support. Vocational education can strengthen the financial condition as per thirty two responses, it has a positive image in the society as per thirty one response received from students.

This chapter deals with the educational implications, and suggestion for further research. The findings of the study have the following major educational implication to be considered in the context of the study students, teachers and parents. Further, the present study reveals the following educational implications for the planner, administrators especially for the students, teachers and parents with a great deal. The objectives can be achieved by developing the vocational skills of people. If vocational education is viewed as an effective tool it has to provide special emphasis on agriculture, industry, including small scale and large scale cottage industries. For that attitude of students needs to become positive towards vocational education. Ultimately it will develop entrepreneurship skills in the youth with which they may create jobs for themselves. Through this system of vocational education, democratic form of government will be materialized to live and let others live.

Conclusion:

The fact that students selecting vocational education and training take much the same factors into consideration as students selecting higher education suggests that there is no great social divide separating the young people who choose the two different educational pathways. Some people currently believe that VET does not offer good career opportunities, and this is one of the key statistics that the India initiative needs to improve both through enhancements in the vocational education system and through the education of young people and of the adult workforce. Unlike purely academic studies, vocational courses are very much tied to careers and job prospects, and Indian society who currently do not see VET as a route to a good career have no reason to take VET themselves or advise others to do so.

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